

Success Analysis Protocol

This strategy enables students to focus on and share success.

Teacher Preparation:

1. Make a copy of the handout (4-16-2) for each student.

Lesson Plan

1. Have each student identify a success. "Success" is defined as something that proved to be highly effective in achieving an outcome important to the presenter (National School Reform Faculty). It doesn't have to be a large success – we can learn a lot from small successes.
2. Have each student write a short description of the success, describing specifics. They should be sure to answer the question, "What made this experience different (and more successful) from others I have had?"
(2 min)
3. At each table, the first presenter tells the story of his or her success in as much detail as time allows. The group takes notes.
(2 min)
4. The group asks clarifying questions about the details of the success in order to fill in any information the group needs in order to be able to be helpful to the presenter.
(1 min)
5. Group members discuss what they heard the presenter say and offer additional insights and analysis of the success. The presenter is silent and takes notes.
(2 min)
6. The presenter reflects on the group's discussion about what made this so successful.
(1 min)
7. Repeat steps 3 through 6 for each member of the group. Keep the focus on the underlying principles or processes that made for success.

Adapted from "Success Analysis Protocol," National School Reform Faculty, CFG Institutes-2003-04 (mission: To foster student learning so that success is the only option).

Success Analysis Protocol

1. Description of your success	2. Notes on _____'s success
2. Notes on _____'s success	2. Notes on _____'s success
4. Notes on group discussion of my success	5. Final personal reflection on my success